

The Church School Teacher

Volume XIX

OCTOBER 1950

Number 8



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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE
CHURCH SCHOOL
TEACHER

VOLUME XIX No. 8

OCTOBER 1950

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COVER:

A Class at the Minnesota
Conference Demonstration
Teachers School, Augustana
Audio-Visual Service.

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The Church School Teacher

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In This Issue

By THE EDITOR

LEARN WITH US, the theme of this issue, is taken from the Parish Education Month slogan, "Forward in Parish Education! Come! Learn! Serve with Us!" We have tried to pack it full of *learning*. There are articles about teachers' training courses, about new audio-visuals for teacher education, some reviews of new books in the Teacher Training Series, and news about activities in the field of parish education.

Nursery Department

Teachers in the Nursery Department, who have been waiting for new material so patiently, will welcome the article entitled, *Bible Storytime*. The new course it describes can be secured from your church publication house.

Issues to Come

Here are some of the things we have planned for future issues. November's **SERVE WITH US**

issue, as you would expect, will have an article on stewardship, and a general article from a former superintendent on the theme. But what you would not expect is the article on the Christmas program, a stewardship article on *putting your heart into it*.

December will be the annual **CHRISTMAS** number. It will be high time for a look ahead at the second quarter of the *Christian Growth Series*, however, so you will find the usual quarterly series of helps, including audio-visuals.

January issue is called **FORWARD—TEACH MY PEOPLE—A LOOK AHEAD**. The Church needs to use every opportunity to bring the Word to its people. What are such opportunities apart from the Sunday school? The Saturday school, the choir school, the Christian kindergarten are a few opportunities. Examples of such projects will be described.

February's theme is FORWARD IN THE HOME DEPARTMENT. Does that bring a chuckle? The *Home Department* is the name of a special department which brings parish education to persons who can not attend the Sunday school sessions. The *Home Department* carries on various projects. Some of these will be discussed in the February issue.

March is LENT AND EASTER issue. Again it will be time to preview the next quarter's *Christian Growth Series* material.

National Family Month will be pictured in April. In addition to general articles on the subject and suggestions for observing the month, there will be a series of reports from local congregations on last year's observance.

May will feature *Summer Activity*, and will say something

about the 50th Anniversary of the Vacation Church School.

June will bring the teacher's helps for the summer quarter of the *Christian Growth Series*, and will point to the fall observance of Parish Education Month. And so we will be around the year again.

Help!

We do hope THE CHURCH SCHOOL TEACHER is interesting and helpful to you. Last year a call was made for short accounts of your experiences. There were a few replies. We printed them and the magazine was enriched. Please send us more descriptions of projects you are working on—training programs, personal experiences, testimonials. They will put life in our magazine.

September Is Parish Education Month

The Theme: Forward With Parish Education!

Come! Learn! Serve With Us!

See page 13: *Suggestions for the Workers' Conference.*

It is a good check list for Parish Education Month Activities.

What is going on in your congregation?

From Your Director

By PASTOR L. H. WESTBERG

Augustana Lutheran Church

IT IS time I reported to you about our Parish Education Department staff. There have been changes.

Miss Birdine Peterson, who for a number of years served our Board so faithfully, left the staff in June to be married. Now the wife of a pastor, she will have ample opportunity to bring to her new field of activity the wealth of her experience as field worker in parish education. We are grateful to her for her fine contribution to the Church's educational program.

New Staff

Two new members have been added to the staff: Miss Ernestine Sanden, formerly parish worker at Calvary Church, Alexandria, Minnesota; and Mr. Warren Holmen, recently with the Augustana Audio-Visual Service. Miss Sanden has had wide experience in public school and church school teaching, and has been very successful as an administrator and teacher of teachers. She will be my assistant with special responsibilities in the Beginner and Primary departments. Mr. Holmen's

experience has included service with the Northwestern Bell Telephone Company and four years with the Navy in its visual education program. Since 1946 he has been associated with the Augustana Audio-Visual Service. With Mr. Holmen's assistance we hope to bring teachers, pastors, and administrators the latest in audio-visual helps.

Workshops

The summer schedule of teacher training workshops has been very successful. We have also embarked on our second step to make every teacher within the Church a confidently prepared teacher. This second step is the "TEACHERS TO TEACH TEACHERS" program.

The first such program was at Portland, Oregon, where some 25 church-school leaders from the U.L.C.A., A.L.C., and Augustana Churches came for a week-end school. The school was organized with the objective: *Teach Sunday school teachers how to plan their lessons and how to teach their lessons.* The leaders were shown how this could best be done

through joint study of actual Christian Growth lessons and through demonstration teaching of these lessons. Following the school, three workshops were organized for July and August, 1950, and staffed from students at the Portland school. These have now been held.

The second school has just been completed in the Minnesota Conference. Held at Arlington Hill Church in St. Paul, it brought together under the sponsorship of the Minnesota Conference Commission on Parish Education, more than thirty leaders. Already assignments have been accepted by these leaders for institutes, workshops, and training sessions within Minnesota districts.

Triple-T to Move Ahead

It is the aim of the Board of Parish Education and the conference commissions of parish education to find and equip as many leaders as possible within the Church to carry on this work of teaching teachers through the demonstration method. You talented and trained teachers, please respond to the call when you receive it in your conference, for many conference commissions will be sponsoring these *Demonstration Teacher Schools* this year.

Growing

Occasionally in the *From Your Director* column I hope to print something which will help us grow in our understanding of the great truths of our faith. My last two years with you teachers has made me certain that you will welcome such writings.

To begin the series I have selected the following excerpts from an address given by Bishop Nygren, president of the Lutheran World Federation, at Benagaria, India, during a visit there with Dr. Fredrik A. Schiotz, executive secretary of the Commission on Younger Churches and Orphaned Missions of the National Lutheran Council:

The Lutheran Church and Universal Church

By
BISHOP ANDERS NYGREN

*President of the
Lutheran World Federation*

EVERY church which merits that name rests upon a confessional basis, that is, it has a faith which it confesses and from which it can not depart without thereby ceasing to be the church that it is.

So also our Lutheran Church has its confession. The Lutheran Church is perhaps that church which holds most steadfastly to its confession, excelling even the Roman Catholic Church which is characterized by great firmness not merely in matters of outward organization and hierarchy, but also and especially in its doctrine and theology. Other churches can here be quite pliable and accommodating: "One can say it thus, but one can also say it in another way." But our Lutheran Church has always known that when one is speaking of the gospel of God he can not both say it thus and also say it another way.

Not Hazy

The gospel of God has a quite definite content, and one can speak truly of it in only one way. God has given us salvation in only one way, through Jesus Christ. "There is no other name under heaven given among men whereby we may be saved." And now God has sent out the gospel in order that through it he might loose the bonds of sin and death and make us members of the body of Christ, partakers of that salvation which He has won. Nothing can be more important than that this divine message shall reach

men just as God has given it. The Lutheran Church has a confession, and it remains steadfast in its maintenance of that confession.

However, when a Lutheran Christian is confronted with the question of the confessional basis of Lutheranism he finds himself in a most peculiar situation. The confession of a church surely gives expression to that which is for that church specific and unique, that church's very own peculiar interpretation. The Lutheran church neither has nor desires to have any such thing.

Three Expressions

The peculiarity of the Lutheran Church can be summed up briefly in three expressions, the Word alone, Faith alone, Christ alone. These three say properly one and the same thing. Yet if one examines these three expressions more closely he is compelled to ask himself, "Wherein does the peculiarity of these consist?" This is but the common Christian faith which is ever confessed by the Christian church in so far as it rests upon the foundation of the New Testament.

The Word, Faith, Christ

1. *The Word alone.* How can we know anything at all of God's salvation in Christ, if God had

not sent out His Word, His gospel. "How shall they believe in him of whom they have not heard? And how shall they hear without a preacher? And how shall they preach, except they be sent?" To listen to God's Word, to allow the Word alone to speak in its divine majesty without the admixture of human ideas, which only bedim, that is the alpha and omega of the Lutheran Church. Yet that is nothing peculiar. That is only what every individual Christian must do, and what every Christian church must do. The Word alone, that is the confessional basis of Lutheranism, but that is no peculiar interpretation.

The Gospel's Answer

2. *Faith alone.* When a man wakes up to the religious realities, he asks, "What shall I do?" That is the natural man's way of reacting. He takes it as quite self-evident that salvation lies in his own hands and that it depends merely upon what he does and how he takes up his position. The natural man asks, "What shall I do?" The gospel speaks of what God has done. Man asks, "What must I do to be saved?" The gospel answers, "Believe in the Lord Jesus Christ; and thou shalt be saved." God has accomplished the work of salvation for you, God

has wrought it out through Jesus Christ. Salvation is not our work, but God's. "All things are of God, who hath reconciled us to himself by Jesus Christ." Christ is our righteousness. When we by faith belong to him and are incorporated into him then is salvation given us. Justification by faith alone, that is the confessional basis of Lutheranism but that is no peculiar interpretation. That is the gospel's own simple way.

Christ Alone

3. This brings us to the third point, *Christ alone.* The reason why our Lutheran Church holds so steadfastly to "The Word alone" is that it is Christ who comes to us in the Word. And the reason why it holds so steadfastly to "Faith alone" is that Christ himself is present in faith, and that faith is ours. And thus we can in the final analysis lead the Lutheran Church's confession back to a single affirmation, *Christ alone.* But again we must here say, this is no peculiar interpretation. Christ is surely not ours alone. He belongs to all of Christendom.

If one is to speak of anything peculiar to the Lutheran Church and its confession, it is this, that it will countenance no human

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From Your Director

By PASTOR R. A. VOGLEY

American Lutheran Church

OCTOBER is always a busy month in Parish Education. The new classes have been organized, the new lessons are beginning. We hope that in many of our congregations the new teacher training classes are in session. Have you studied a Bible course recently in your church or in your area, or an institute? Why not study Course 1A this year, our "Introduction to the Old Testament"? This is especially helpful for those who attended our District Institutes this summer, or for you who will be reading in *THE CHURCH SCHOOL TEACHER* from time to time helps on how to study the Bible. For the complete list of leadership courses consult the *Parish Education Sourcebook*.

Preservice Training

Refer to other articles in this issue for more information about the Preservice Training Course offered by your Board. Many congregations can have such a Preservice Training class on Sunday morning. Even if you start with only one pupil—start.

This fall in many sections of our Church there will be meetings for superintendents and officers and for all interested in the administration of the Sunday church school. These meetings will be conducted in local areas by members of the District Parish Education Committee. Complete program suggestions for four meetings a year will be in the hands of our District Committee members. The number of meetings which will be held locally depend upon the desire of the administrators in each area. In some places there may be only two meetings a year. They may be held in connection with the Church School Association Rally. Other areas may hold three meetings, and still others will have four. This is one of the services the Board is trying to render to our faithful superintendents in order that they may serve more effectively in fulfilling the Great Commission.

Church Convention

In October the American Lutheran Church has its regular biennial convention. It will be held

at Capital University, Columbus, Ohio. At this convention the work of Parish Education will be presented along with the work of all of the other Boards of the American Lutheran Church. Remember this Convention in your prayers. Pray that "a teaching church" may continue to do its best in fulfilling the Great Commission. Remember those who will be there as delegates so that the Lord's will may be followed.

Leadership Education

Audio-Visuals

The Church has long needed some audio-visuals to augment its work of preparing new teachers and of giving additional training to present teachers so that they may be more effective workers. Up to this time the Church has had to adapt to its own work teacher training films or filmstrips that had been made for other purposes. These served as stop-gaps but it was very evident that for the important work of training teachers the Church should produce its own audio-visuals.

In 1949, at the Philadelphia Production Conference, suggestions were made for these Leadership Education Audio-Visuals. Eight of the ten suggestions were submitted by the Board of Parish

Education of the American Lutheran Church. Many other denominations had in mind some similar audio-visual projects. Finally, ten denominations, through their representatives, adopted a plan for ten audio-visual units. A Production Committee of six persons was appointed to carry this project forward.

Sometime in October, after the fifteenth, probably nearer the end of the month, these ten Leadership Education Audio-Visuals will be released as a kit.

These are the ten units:

1. Leads to Leadership.
2. The Great Adventure.
3. No Two Alike.
4. As the Twig Is Bent.
5. How Persons Learn.
6. Making the Most of Rooms and Equipment.
7. The Teacher Prepares.
8. The Teacher Teaches.
9. The Growing Teacher.
10. The Superintendent and His Task.

The first filmstrip presents a picture of the work that can be done by a Christian Education Committee in a local church to strengthen its leadership program.

The second filmstrip, "The Great Adventure," is an enlistment filmstrip. It presents the

challenge of teaching in the Sunday church school.

The third illustrates the differences that exist in pupils of all ages.

The fourth presents the aim and results of Christian education in the learner's Christian growth.

The names of the others explain the purpose of those filmstrips.

These ten units, including ten filmstrips, nine recordings, and eleven utilization guides will be packaged into a kit and sold as a kit. The kit with long-playing records will sell for \$75.00 as a special introductory offer. The Production Committee hopes that the kit with the long-playing records will have a lower price. However, those details are not available at the time this article was written.

Begin a Library

Your Board suggests that groups of churches in every area might consider buying this kit as a beginning for a joint audio-visual library or as an addition to its present library. These resources can be used year after year, at teachers' meetings to present certain specific needs of the group as resources for teacher training courses, especially helpful in courses on "how to teach," "un-

derstanding persons," "how to prepare," and the like. They are resources for conferences and institutes. They will provide initial help for new workers who may not be able to attend a leadership class. They fit into the Preservice Training Course prepared by the Board of Parish Education of the American Lutheran Church.

Preparing to Use Them

In order that pastors, superintendents, and other leaders may see these audio-visuals and learn how to use them, the Department of Leadership Education of the International Council will conduct a series of area Leadership Institutes the latter part of October and in November. These Institutes are being planned for the following areas: Seattle, Washington; Portland, Oregon; Sacramento and Los Angeles, California; Fargo, North Dakota; Kansas City, Missouri; Dallas, Texas; Philadelphia, Pa.; Columbus, Ohio; Lansing, Michigan; Albany, New York; Boston, Mass.; Toronto, Canada; Nashville, Tenn.; Atlanta, Georgia; Chicago, Illinois; Des Moines, Iowa; and Denver, Colorado.

More information regarding the eighteen Regional Institutes and

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Let's Have a Preservice Training Class

By MARTHA S. ENGEL

Madison, Wisconsin

HOW shall we go about organizing a preservice training class? Let us think it through together.

We know that we shall certainly need a course of study, a time, a meeting place, pupils and a teacher.

The Right Teacher

First of all, let us find a teacher with certain very definite qualifications. Besides those qualities possessed by every good Sunday school teacher, namely to "Know God, the Law and Man," our teacher in his knowledge of human nature will be interested in, and

need to know the psychology of children of all ages from the nursery child to the high school senior. Indeed, our first classes will undoubtedly be composed of the likeable, interesting, but highly mercurial teen-ager. Our teacher should be able to introduce this group to the others, and build a bridge of understanding, tolerance and trust between them.

Our teacher will need to develop an open mind to everything new in education, be willing to observe and learn the modern teaching methods both secular and religious. He will need tact to ex-

periment with the best of such methods, yet not to discard the good of the old; tact to send pupils out to observe the children in their classes, yet not to snoop or pry or antagonize other teachers. Above all, our teacher will need to push others forward and efface self for the good of the Sunday school.

Are we asking too much?

No! There are such people in every community and in every church. They are our neighbors, our schoolmates, our business associates, our friends. We must challenge them to this service. If they hesitate, we can remind them that the Great Teacher said: "Verily, verily, I say unto you, He that believeth on me, the works that I do shall he do also; and greater works than these shall he do; because I go unto my Father."

The Right Course

After we have found our teacher, let us look to the course of study. There are a number of good courses. Perhaps the newest is *Learning to Teach in the Church School*, the Preservice Training Course prepared by Clara M. Kemler under the auspices of the Board of Education of the American Lutheran Church, Columbus, Ohio. It consists of twenty-six lessons, one for each

Sunday, for two quarters of the year. It includes suggestions for projects, oral and written reports, observation of classes at work, and other helps which may be used at the discretion of the teacher. So the course requires at least six months of the Sunday school year.

Now as to the time! Let us plan to meet during the regular Sunday school period on Sunday mornings. This time has two very real advantages. First, it keeps the young people coming to Sunday school after confirmation, and secondly, this period is seldom encroached upon by other activities or organizations. If our school has a class period of less than forty minutes, perhaps our class might join in the opening service, and then retire to its accustomed place and have its own closing prayer and benediction. The practice in offering spontaneous prayer for the things we deeply feel is of great value. Young people usually like the Mizpah benediction given in unison.

A Quiet Corner

Of all classes, this one will be most able to "take it" when it comes to the place of meeting. It would, of course, be ideal to have a separate room with bulletin boards and blackboard, where ex-

hibits might be set up. But any quiet corner, even the kitchen, will do, provided it is a place where members become accustomed to meet. Changing a r o u n d from place to place is never good. It will be a lesson in itself to let the pupils feel that they are no longer on the receiving end of the log, the pupil end, but that they are moving to the other end, the teacher end. They need to learn to feel that the teacher is doing everything for the welfare of the child and that now they too are beginning to take over that responsibility. It is a wonderful grown-up feeling.

At last, *after all our plans are made*, let us advertise for pupils. "Do you think you would like to teach in Sunday school? Would you like to join a teacher-training class? Would you like to visit such a class?" Let us canvass first the oldest post-confirmation class, the oldest senior Bible class. Perhaps in the adult Bible class there may be someone interested in teaching. Perhaps some parents would enjoy learning what the Sunday school teacher learns about training children.

If there has been difficulty in holding the youth in Sunday school after confirmation, and

there are no senior Bible classes, let us offer the training course to the confirmation c l a s s, even though most of the members are really too young to serve as teachers. In another year we may be able to develop a Bible class, and as time goes on, other, until our training class will consist of seniors in high school. Some pupils will keep on coming to the Bible classes in order to join the teacher-training class.

Let us canvass the church and Sunday school. Should the first class number but two or three pupils, we will not be discouraged. Many great movements have begun with but a handful, and what a wonderful opportunity for teacher and pupils to learn to know each other and to work together!

Cadet Teachers

After the year's study is completed, we can send our pupils out as cadet teachers, each working as an assistant to a regular teacher, thus to gain by actual work with children and through experience an insight to the actual problems in our Sunday school.

This, by the way, helps wonderfully with the substitute problem. When the regular teacher must be absent, the assistant, who knows the lesson material, and knows the

procedure of the class, can take over for a Sunday.

After a year of this work, the young teacher may be given his own class, but only at the end of the year. We must not take pupils out of the teacher-training class to substitute in Sunday school until they have completed a year of study. We may welcome their help in programs, at Christmas or Easter time, but they must know that to teach is to be prepared.

We must use every member who has completed the course, if he wishes to work. Should there be someone not suited to teaching, someone too shy, too immature or too backward, we must still give

him work to do. If there are no jobs available, we must make some and give them titles: *assistant attendance secretary*, to help take roll and check perfect attendance records for the Sunday; *ushers* in various departments to help arrange chairs and help pupils with their wraps; *supply secretaries* for the departments to check out materials, supplies, papers, etc. We must never offend even the "least of these." We can surely find something to suit every individual and shortly be surprised how we ever did without him.

Shall we start a teacher-training class?

Let us try it!

Suggestions for Workers' Conference

Theme: "Learn With Us."

- i. A report by the superintendent, pastor, or the Parish Education Month Committee on the progress of Parish Education Month to date.
 - a. Have the Parish Education Month tracts been received? Have they been distributed at the September services? Have arrangements have been made to distribute tracts at the remaining September services?
 - b. Have Sunday church bulletins been used to advantage in promoting Parish Education during September?
2. A report by pastor, superintendent or committee on Promotion Day. Are all assignments made? See September issue of THE CHURCH SCHOOL TEACHER for the Promotion Day program.
3. A discussion of prospective plans for in-service and pre-service training courses. (See articles in this issue.)

Bible Storytime

By MARIE SHUPE

FOR some time there has been an expressed need in the American Lutheran Church for a nursery course for our Sunday schools, a course prepared especially for children under four years of age. Parents and teachers, almost without exception, have said, "Give us Bible stories." We are all aware that group adjustment, socialization, is an important phase of nursery teaching. But socialization, even as it applies to Christian attitudes and behavior, dares not be the prime purpose of a nursery class in our Sunday church school. The nursery class is a little child's first experience in Sunday school, and it must have a distinctly Christian purpose. It must make a contribution to the sum total of his Christian education.

Bible Storytime is an attempt to meet that felt need. Two questions were uppermost in planning this course: 1. What can and should be done for and with three-year-olds that will best aid their Christian nurture? And 2. What materials will best help teachers in their class on Sunday morning

and what will help parents in their home during the week?

Bible Storytime is a very simple introduction to the life of Christ, and to some of the great truths of Christian living. It is set up under eleven unit themes, each of which is intended to contribute to the following general aims:

To help the three-year-old

1. Gain knowledge a. about God, b. about Jesus, and c. about the Bible.
2. Develop the right attitude toward Sunday school and church.
3. Grow in Christian living.

Various angles of the unit theme are brought out in the several lessons in a unit. For example, the theme of Unit IX is "Helping Others." The first two stories show how Jesus helped others and taught us to do so. The third and fourth stories are examples of people who helped others. The last story in the unit shows us that we should thank people who help us.

The desired outcome of each lesson is to lead nursery children to see and feel, through carefully

selected and simply told Bible stories and related activities, the application of the unit themes to day by day living. "The Bible tells me" is the teacher's authority for all her teaching.

The outline for *Bible Storytime* is as follows:

UNIT I. GOD'S LOVE

The Bible tells me

God made the world and everything in it.

God did this out of His great love.

We should thank and praise God for His love.

Lesson

1. God Made Our Beautiful World. Genesis 1. 1-18.
2. God Made All Living Things. Genesis 1. 19-25.
3. God Made People. Genesis 1. 26-28; 2. 15-25.

UNIT II. GOD'S CARE

The Bible tells me

God takes care of us.

God gives us the things we need.

We should thank and praise God for His care.

Lesson

4. God Takes Care Of Us. Genesis 6. 12-8. 19.
5. God Gives Us Night and Day. Genesis 1. 1-3, 14-18.

6. God Gives Us Water.

1 Kings 17. 1; 18. 41-46.

7. God Gives Us Food.

Exodus 16. 1-13, 35.

8. We Thank God.

Nehemiah 8. 1-12.

UNIT III.

GOD'S GREAT GIFT

The Bible tells me

God gave us Christmas.

Christmas is the birthday of Jesus.

Jesus is God's Son and our Saviour.

We should love Jesus.

Lesson

9. An Angel Visits Mary. Luke 1. 26-38.
10. Baby Jesus Is Born. Luke 2. 1-7.
11. The Angels Sing. Luke 2. 8-14.
12. Shepherds Visit Baby Jesus. Luke 2. 15-20.
13. Gifts for Baby Jesus. Matthew 2. 1-12.

UNIT IV. JESUS GROWS UP

The Bible tells me

God watched over the Baby Jesus.

In many ways Jesus was like other people.

Jesus was different in that He never did wrong.

Lesson

14. God Took Care of Baby Jesus. Matthew 2. 13-23.
15. The Boy Jesus in His Home. Luke 2. 40, 51, 52.
16. The Boy Jesus Went to Church. Luke 2. 42-52.

UNIT V. JESUS LOVES US

The Bible tells me

Jesus loves everybody.
 Jesus helps people because He loves them.
 Jesus has power to help because He is God's Son.

Lesson

17. Jesus and His Helpers. Luke 6. 12-19.
18. Jesus Made a Sick Boy Well. John 4. 46-54.
19. Jesus Made a Blind Man See. Mark 10. 46-52.
20. Jesus Stills a Storm. Mark 4. 35-41.
21. Jesus Told People About God. Luke 15. 3-7.
22. Jesus Visited His Friends. Matthew 8. 14-17. Luke 10. 38-42; 19. 2-10.
23. Jesus Loves Children. Mark 10. 13-16.
24. Mary Showed Her Love for Jesus. John 12. 1-8.

UNIT VI.

JESUS IS OUR SAVIOUR

The Bible tells me

Jesus gave us Easter.

Jesus saves us from our sins.

Jesus gives us eternal life.

Lesson

25. Jesus Is Our King. Mark 11. 1-11.
26. Jesus Makes Easter a Happy Day. Luke 23 and 24.
27. Mary Magdalene Sees Jesus. John 20. 1-18.
28. Jesus Walks with Two Friends. Luke 24. 13-31.
29. Jesus Tells About Heaven. John 14. 1-3; Rev. 21-22.
30. Jesus Goes to Heaven. Acts 1. 9-11.
31. We Love Jesus. John 21. 15-17.

UNIT VII. WE OBEY GOD

The Bible tells me

We should obey God.
 Obedience to parents is part of obedience to God. God forgives our disobedience if we are sorry.

Lesson

32. Jesus Obeyed God. Matthew 4. 1-11.
33. Jesus Expects His Disciples to Obey. Matthew 4. 18-22.
34. A Disciple Who Obeyed God. Acts 5. 17-32.
35. A Boy Who Was Sorry. Luke 15. 11-24.

UNIT VIII. WE PRAY

The Bible tells me

Prayer is talking to Jesus.

Jesus prayed and taught others to pray.

Little children can pray and should pray often.

Lesson

36. Jesus Prayed.

Mark 14. 32-42.

37. Jesus Taught Us to Pray.

Luke 11. 1-4.

38. Jesus' People Pray.

Acts 12. 1-19.

39. We Can Talk to Jesus.

Matthew 20. 29-34; John 4. 46-54; Luke 17. 11-19.

UNIT IX. WE HELP OTHERS

The Bible tells me

Jesus was kind and helped others.

Jesus wants us to be kind and to help others.

We should thank those who help us.

Lesson

40. Jesus Helped a Lame Man.
John 5. 1-9.

41. Jesus Teaches Us to Help Others. Luke 10. 30-37.

42. The Boy Who Shared His Lunch. John 6. 1-14.

43. A Woman Who Helped Many People.

Acts 9. 36-41.

44. The Man Who Said, "Thank You."

Luke 17. 12-19.

UNIT X. WE SERVE JESUS

The Bible tells me

Jesus gave us our church.

Jesus blesses us through our church.

We should serve and praise Jesus in our church.

Lesson

45. God's Church. Acts 2. 1-42.

46. We Work for God in Our Church. 1 Samuel 1 and 2.

47. We Bring an Offering to God. Mark 12. 41-44.

48. We Sing for Jesus in Our Church. Matt. 21. 14-16.

49. We Tell Our Friends About Jesus. John 1. 35-42.

UNIT XI.

AT HOME WITH JESUS

The Bible tells me

We can learn about Jesus (God) in our homes.

Jesus wants to be in our homes.

We should serve and praise Jesus in our homes.

Lesson

50. We Welcome Jesus to Our Homes. Luke 19. 1-10.

51. We Listen to Jesus in Our Homes. Luke 10. 38-42.

52. We Can Learn About Jesus in Our Homes.

2 Timothy 1. 5; 3. 15.

Bible Storytime includes material for child, parents, and teacher.

The Pastor and the Sunday School

By CHARLES W. BREWBAKER

Dayton, Ohio

(Reprinted from *The Parish School* by permission)

WHO CAN rightly estimate the value of the Sunday school? What was said nearly fifty years ago is still true: "It came into existence without flourish of trumpets, gained admission into the Christian heart of the world, and has received a welcome from every creed and sect. It wears about it the loftiest dignities and yet comes with a smile for every child and a message of peace for enquirers after the way of life." The Sunday school is the school of the church. Its textbook is the Bible and its supreme objective is to make Christians.

Intimate and Vital Relationship

The church school is the pastor's greatest harvest field for the church. True, the church school should not be the exclusive evangelizing agency in the life of the church because the Christian home and public worship are also vital factors in soul winning. But without doubt, the most effective and far-reaching evangelism is done through teaching. Yet in too many

schools this important work of evangelism through teaching is curtailed greatly because of lack of interest, enthusiasm, and wise supervision on the part of the pastor.

Surely the pastor is the chief supervisor of the church school and he should be at the very center of its activities. His relationship to the Sunday school should be intimate and helpful.

Pastors and Teachers

Teachers give time and service without compensation. Their vital service should be recognized and encouraged. Here is a place where the pastor can give teachers a valuable lift.

Every pastor should be deeply concerned as to what is being taught in the Sunday school. It is a pity when children and young people are placed in the hands of persons whose teachings are contrary to Christian belief, thinking and living. This means that the

pastor will constantly be on the lookout for persons best fitted for the teaching task.

When a teacher is a misfit and loses his grip on his pupils through indifference, irregular attendance, or poor methods of teaching, then the pastor should be aware of it and use the utmost discretion in remedying the matter. Frankness in dealing with teachers is necessary if faithfulness and good work are to be achieved. Friendliness and mutual understanding between pastor and the teachers are vital to satisfactory education.

Pastor and Pupils

Every pastor should know the pupils of his school. At first some may think this is impossible, especially in a large school. It just takes more time in a large school. The pastor must find his way into the Sunday school. In a small school he can keep in touch with each class easily. In the large school he can visit each department. However, his visits should not interfere with the teaching period. Occasional brief talks, well adapted to children, or prayers by the pastor will help bring about a friendly relationship. Visiting in the homes of pupils is another way to get acquainted and to know the pupils.

The pastor should develop his understanding of the various stages in the growth of children and young people. Reading well-chosen books dealing with different life periods will help to gain valuable information and insight into the characteristics, interests, and needs of pupils.

Above all, the pastor should be friendly. Showing a cordial interest in the pupil's school work, weekday activities, and play is a must. The friendly pastor who takes time to shake hands with children and young people will soon see the same young faces greeting him in the worship service of the church and before him in catechetical classes.

Secret of a Strong Church

I learned long ago that a growing congregation is largely the result of a healthy, growing Sunday school. And a growing Sunday school is largely the work of a faithful Sunday school pastor and loyal teachers. A man who loves God and who loves men, women, and children, showing it by ample provision for their instruction in the things of the Spirit—such a pastor has no trouble in leading his Sunday school pupils to become followers of Him who says: "Him

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Peter's Great Adventure

By HARRIETT C. ANDERSON

Issued by the National Kindergarten Association

PETER was all atingle as he dressed. This was it, the day of days, the beginning of the great adventure to which he had been looking forward. Teeth had to be scrubbed extra hard, shoelaces tied just so, for, when it is the day upon which you become a school-boy and are all ready to set forth as a knight upon a great adventure which will last sixteen years or more, you have to look the part.

Curly-headed small Peter, with big blue eyes that still held the questioning look of a baby, was shedding his baby ways painlessly and naturally.

Peter had chores to do, too. Pinky and Winky had to be fed. Mommey went out along to the pen, just for company, but it was Peter who carried the dish of rabbit pellets and a carrot apiece for each pink-eyed bunny. The bunnies were a lesson in responsibility for Peter, though, of course, Peter did not realize this.

Clothes picked up, breakfast over, Bible verse repeated aloud to Mommey, and Peter was all set to venture forth as a real school-

boy. That is, almost ready. There was still Skippy to be considered, Skippy, who trotted faithfully at Peter's side everywhere he went. Today Skippy would have to be a good "big dog" and stay at home and take care of Mommey.

"Look, Skippy, old pal, this is going to be an a'venture for you, too. You won't be just a 'little dog' any more. You're going to be a 'big dog' now and stay right here and guard Mommey and keep her company."

Peter stood for final inspection: new white blouse tucked in just the right way, blue tie straight, and yes, the clean handkerchief in one small pocket of Peter's jacket. Peter's chubby arms went about Mommey's neck in a fierce hug, then came a big loud smack kiss and, with a wave of his hand to Mommey and Skippy, Peter started down Elm Street almost at a trot.

Ah, this was *it*. This was the beginning of a long, long road of adventure. The school playground was crowded with laughing, shout-

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Helps for Teachers of Seniors

Christian Growth Series, Senior I, First Quarter

By R. A. VOGLEY

Director of Parish Education, American Lutheran Church

The principal of a Senior High School Department might give this letter with the new Teacher's Guide and the Study Book to the Senior teachers several weeks before the regular teachers' meeting at which they will discuss the lessons, "Managing Ourselves."

This quarter presents many personal problems which our high school youth face. Parents are also interested in these problems. They will welcome the co-operation of the church.

Dear ———:

George Powers, who taught in our Senior Department three years ago, invited the parents to the first session of his class. He had first written to them and had included in his letter an outline of the lessons. Because of this both parents and pupils were more interested in the work. The parents also discussed these lessons with the pupils at home.

Think about the possibility of having an "open house" the last Sunday of September for our Senior Department and the parents.

At the teachers' meeting we will

have ready for you the names of your new class members. Plan to get acquainted with them and discover some of the problems they face.

The Next Session

As you look over the lessons in the four units you will notice in the Teacher's Guide one section called, "The Next Session." I believe it is possible to secure some advance work on the part of our pupils if we expect it from the very beginning. These new lessons will enable you to establish a pattern of work for the entire quarter.

Also note the Memory Work assignments. Our Seniors should be quite familiar with some of these passages. I suggest that you use them repeatedly in your lesson developments and in your reviews. You may also place them on the blackboard to keep them constantly before the class. Expect a certain amount of memory work.

Before you come to the teachers' meeting, look over the entire plan

for the thirteen lessons. You will notice how closely inter-related some of them are. Note also the Desired Outcomes on page 4. Think of the ways in which you can develop various lessons in view of these outcomes.

UNIT A

Introducing the Series

One teacher found it wise to take an entire period to introduce this new course of lessons. Since there are fourteen Sundays in this quarter, you should decide how to use the extra Sunday. I suggest that we consider the possibility of a general introduction on the first Sunday or of a general review on the last Sunday to which we invite the parents.

Lesson Aims

As a rule you will find these aims very helpful. Frequently the first aim is explained by the second and the third statement.

Be sure to establish the Scriptural foundations for the lessons.

At the close of Lesson 1, I would make an assignment to the class for Lesson 2. Refer to pages 10 and 11 of the Study Book under the general heading, "What Would You Do?" I would use at least the first, the third, and

the fourth. Ask two boys to take the part of Dave and his father in the first example. They should study the situation and the suggested Scripture passages, and be prepared to show how those Scripture passages refer to the example. Let them dramatize this illustration in class. Perhaps Dave is carrying home his pay check and passes a used-car lot. What might he say when he gets home? What is the conversation with the father? Let the entire class discuss "the proper procedure." Follow the same pattern with the other examples.

We might bring the entire department together for this lesson, letting some of the older seventeen-year-olds share with the fifteen-year-olds in phases of this discussion.

I would bring to the meeting more information about our own college for use in the third example.*

We want to use the memory verses Ephesian 6.1 and Hebrews 13. 17 repeatedly in the Christian solution to the problems.

Lesson 3

For Lesson 3 think of your own opportunity to bridge the gulf between the generations. Remember that to a high school senior a col-

age junior is quite a mature individual. So we, who are twenty-seven, thirty-four, and forty-three are quite old people to them. Use the illustrations in the Study Book on pages 12 and 14. Discuss some of the reasons for this gulf. I would stress Genesis 37. 1-11 and emphasize the procedure as outlined on page 20 of the Teacher's Guide. The suggestions in the Teacher's Guide for "What Is Your Score" are good. I suggest the word "truthful" instead of the word "proper" in the first line of that paragraph in the Study Book, page 15.

Assignment

Make the assignment as suggested in the Teacher's Guide, page 22. Unit B shows how a Christian is different. We should use the memory verses, Romans 12. 1-2 and 1 Corinthians 4.2 throughout this unit.

UNIT B

In Lesson 4 we discuss the stewardship of money. Use the Bible passage to establish the "why" of Christian stewardship. Discuss the "separated portion." We will have more material from our Stewardship Department.*

Perhaps we should show these pictures to the president of the

Luther League so that if we can not cover all phases of the lessons on Sunday morning, there may be an opportunity at the Luther League meetings to continue some of the discussion.

The class members should memorize 1 Corinthians 16.2 and Haggai 2.8 as a minimum. Since they know or should know 1 Corinthians 16.2, you may add a third passage or continue to work on Romans 12. 1-2.

Make the assignment as suggested on page 28 of the Teacher's Guide. Lesson 5, I would begin by reviewing the principles established in Lesson 4. Then lead into the topic, "The Stewardship of Time," by making use of the budgets which the class members have worked out. Establish thoroughly the Scriptural background for this subject. The Teacher's Guide gives excellent suggestions, especially on pages 31 and 32. Each one should work out his own budget before teaching this lesson.

The assignment you make will be determined by your class procedure for Lesson 6.

For Lesson 6 we could have a panel discussion. We can specify certain problems which we know seniors are facing. By this time

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Are You Planning to Enlarge Religious Education Facilities?

A sub-committee appointed by the Board of Parish Education (ALC) has prepared this procedure and questionnaire as a guide for those planning to remodel, enlarge or erect an educational unit.

Whether the congregation is large or small, urban, suburban or rural this procedure is suggested:

Evaluate your membership, prospects, and program accurately.

Outline your proposed program and evident needs carefully.

Discuss them fully with a competent architect who can then submit plans according to your own situation and needs.

The Final Plan Should Provide for the Greatest Flexibility of Use.

The committee felt that in the total plant there should be at least:

One large assembly room to accommodate 65-70 per cent of the baptized membership. This could be the Sunday school assembly room equipped for visual education. Fellowship dinners, family night programs, dramatic presentations, and other meetings can be held here.

A minimum of four other rooms for departmental and organizational use, not in the basement, with the exception of a scout workroom.

Remember that the unit will be used for years. There will be other pastors, teachers, councilmen, and leaders. Weigh individualistic ideas scrupulously. We are not submitting plans because too frequently the building committee will merely visit other churches or look at plans and on the basis of "We like that. Wouldn't it be wonderful if we had that!" secure a replica of something which may not provide adequate facilities for their own needs and future program.

The committee assumes that the resources available for building, the interest and support of the members, the financial conditions, the other assistance available such as craftsmen in the congregation, volunteer labor, planning, materials, size and location of lot, are known.

The Present Status

I. Membership: baptized_____confirmed_____families_____

II. Building(s):

Capacity of church auditorium?_____

Number of services per Sunday?_____

Will double service meet your needs? _____

Capacity of facilities for Sunday school?_____

Number of departmental assemblies,_____

Number of classrooms?_____

How else can you use to a maximum the present facilities?

Will a double Sunday school program meet your needs?_____

Will branch schools be started?_____

III. The Educational Program:

A. The Sunday School

Number of classes

Enrollment

Nursery (1-3)

Beginners (4-5)

Primary (6-8)

Junior (9-11)

Intermediate (12-14)

Senior (15-18)

Young People (19-25)

Young Adults (25-35)

Adults

B. Weekday School

C. Vacation Bible School

D. Confirmation Classes

E. Other Groups or Schools

(Jr. Mission Band, Adult Classes)

IV. The Program for Organizations, Clubs, Fellowship, Service:

Refreshments

Type of meeting

Hour

Date

Meals

A. Men

Brotherhood

Other groups

				Refreshments
	Type of meeting	Hour	Date	Meals
B. Women				
	W.M.S.	_____	_____	_____
	Ladies' Aid	_____	_____	_____
	Women Church	_____	_____	_____
	Other groups	_____	_____	_____
C. Young Adults	_____	_____	_____	_____
D. Young People				
	Luther League	_____	_____	_____
	Other groups	_____	_____	_____
E. Children				
	Scouts	_____	_____	_____
	4-H Club	_____	_____	_____
	Other groups	_____	_____	_____
F. The Choir or choirs				

The Future Status

I. Numerical Prospects:

The field's area _____, radius _____, approximate population _____

Population trend _____, school census _____, children _____

Canvass of area shows: Lutherans _____, unchurched prospects _____

A. Approximate increase in confirmed membership, five years _____, ten years _____, twenty years _____

What will be your needs for worship? _____

Can you anticipate some of that now and more later?

B. Approximate increase in baptized membership as reflected in Sunday school enrollment, five years _____, ten years _____, twenty years _____, Other educational programs and schools? _____

Weekday religious education enrollment? _____, _____

Vacation Bible School enrollment? _____, _____

II. Anticipated Programs:

A. Educational Plans and Policy

1. Will you follow a departmentalized program in all agencies? _____
How many assembly rooms or chapels will be needed? _____
(Group worship, instructions, activities)
How many classrooms will be needed? _____
Small (for 8-12 pupils) _____, larger (for 16-30 pupils) _____
Location of classrooms? _____
Equipment for classrooms, such as: chairs, chair-desks, chairs and desks, blackboards, visual aids?

2. Will you follow a more uniform program in all agencies? _____
How many other rooms than main auditorium will you need? Sizes: large _____, medium _____, small _____ Equipment _____
3. Will you have a closely graded program? _____
4. Do you plan to have a Nursery? _____ A Crying-room? _____
Kindergarten? _____ Church Parlor? _____
5. Do you plan to have a stronger weekday program?
Released Time? _____ Alone? _____ Joint Lutheran? _____
Number of groups or classes? _____ Size of classes? _____
6. Do you anticipate Family Nights or a family-centered program? Yes _____ No _____
7. In your Vacation Bible School, or other programs, will you want

	Yes	No
Workrooms?	_____	_____
Sewing rooms?	_____	_____
Other rooms?	_____	_____

B. In Organizational and Community Life should the church be a focal point?

Will you have	Yes	No
Young married group?	_____	_____
Luther League?	_____	_____
Lutheran Youth Center, for area?	_____	_____
Sewing Circle?	_____	_____
Other activities?	_____	_____
Service Clubs, of community?	_____	_____
4-H groups?	_____	_____
Boy and Girl Scouts, Campfire		
Girls, Cub Packs, etc.?	_____	_____
Farmer Unions?	_____	_____
Other local groups?	_____	_____

You should also consider:

Accoustics

Size of stage

Kitchen

Storage room(s) for equipment, supplies, robes, paraments, workrooms, workbenches, dark room, sewing, mimeographing

Lavatories

Coatroom

Library

Church office

Council and conference room

Catechetical classes

Chapels, assembly rooms

Classrooms

Nursery and kindergarten, young peoples

Scouts, choir, visual aids

Adaptable tables

Adequate entrance and exit facilities

Activities

in the Field of Christian Education

By I. O. NOTHSTEIN

High Light of Report. "One of the most encouraging features [of the president's report at the Washington synod of the Augustana Church]," says the *Augustana Lutheran*, "was the growth it indicated in Sunday school enrollment. Children under confirmation age had increased from 92,454 to 97,498, or 5,044 during the year. There was also an increase of 999 in pupils above confirmation age, and of 1,320 in the cradle roll."

* * *

Teachers' Placement Service. The Evangelical Lutheran Church has established a Vacation Church School Teachers' Placement Service at its education office in Minneapolis, Minn. During the summer the service kept a file of qualified vacation church school teachers looking for opportunities to teach for varying periods throughout the summer. Their applications were kept on file to be sent to schools needing teachers. Volunteer teachers are also directed to needy areas.

Augustana College (E. L. C.), Sioux Falls, S. D., provided a class during its spring term for students and others in its territory who were interested in becoming vacation church school teachers.

* * *

Forty Perfect Years. Miss Margaret Miller of St. Luke's Sunday School (U. L. C.), Pittsburgh, Pa., was honored by her church recently for completing forty years of perfect attendance at her Sunday school. Despite the fact that she was crippled by polio in her infancy Miss Miller, who lives two blocks from the church, has been able to attend every week, through the co-operation of her family and friends. "I enjoy my work (as assistant superintendent of the primary department) and I am only sorry I can not do more," said Miss Miller at the demonstration.

* * *

Missionary Effort Repeated. For the second consecutive year the children of the Sunday school of St. Paul's Lutheran Church (Au-

gustana), Minneapolis, Minn., have raised, by free-will offerings, \$1,200 for foreign missions. There are 356 children enrolled in the school, and the mission offerings are presented by the pupils every fourth Sunday of the month at a special missionary service in the Sunday school. The missionary offering is given over and above the needs of the regular budget, which is also provided through free-will gifts from the children.

Helps for Teachers of Seniors

From page 23

you should be well enough acquainted with your class members to know some of their problems.

The entire class session should emphasize the statement on page 28 in the Study Book, "For the Christian young person the final authority on moral issues is his Bible." If you want more specific help on the Bible passages as listed on pages 34 and 35 of the Teacher's Guide, I will secure it for you.*

In the discussion use repeatedly the passages 1 Corinthians 10.31, Romans 12. 1-2, and 1 Corinthians 8. 4-13.

In Lesson 7 summarize the principles you have established for the wise stewardship of money and time and Christian moral standards.

Then study the types of recreation a Christian may enjoy.

As you prepare these lessons look ahead to Unit C so that what can be established in Unit B may again be used and strengthened in the lessons on friendship and boy-girl companionships.

Even in the Advent season and in the Christmas lesson itself we can review the proper use of the Christian's time and money in his Christmas observance.

But this is more than enough to keep us busy at our meeting. In October we can discuss in more detail the lessons that will be taught in November.

Sincerely Yours,

*If your principal or superintendent can not secure this or other information for you, ask your pastor for it.

These are school days. We selected *Peter's Great Adventure*, page 20, because of that. The story comes too late to ease this year's *first day* adjustment, but show it to the mother of a pre-school child. Next year it may make some child say: "I'm glad."

Peter's Great Adventure

Frim page 20

ing children, and going in at the main door were mothers with other small Peters and Susans on this, their first day of school.

Peter went into the school, turned down the hall, and walked eagerly into the Kindergarten. Miss Dean, the teacher, who had been talking with a mother, turned, and Peter walked up to her, put out his hand and said, "Good morning, Miss Dean. I'm so glad I can be in your class now."

The mothers looked at Peter in astonishment. *Where* was his mother? And wherever did he get the idea of being *glad* to come to school?

Peter had known just where to go and what to do, because that had been a part of the preparation for the great adventure. His mother had helped him to prepare himself.

Peter and Mommey had visited the school, at the right time, after he was ready for it, after the proper build-up at home had been accomplished. Peter had been introduced to Miss Dean at a small individual meeting as a grown-up individual who wanted to be

friends with him, just as he wanted to be friends with her.

As Peter now stood in the Kindergarten room and looked about him, he could not understand why two little girls were crying, or why one small boy, who looked a great deal like Peter, was openly sobbing and holding on to his mother's skirt. But these small folks in tears had long ago, without their consent, become members of an organization, world-wide, whose slogan is: "*You wait until you go to school, young man. The teacher won't spare the rod.*"

Peter's parents, through loving companionship and example, had directed the young mind of their child toward accepting life as a great adventure. They had explained that as one encountered each small hurt or problem unafraid, he became bigger and stronger. This made childish problems that arose a challenge to be met and mastered.

Peter is encased in an armor so strong, so protective, that now, as a schoolboy, and in later years as a man, the world will not be able to hurt him.

Since Peter's birth, his parents have been building this armor around him, the armor of love, of understanding, of confidence.

Peter understands love, he has always experienced love, he expects it, and in return gives it to all. So now, Peter sets forth on this beginning of his sixteen years of education, clad in the confidence which his wise parents have helped him to develop.

The Pastor and the Sunday School

From page 19

that cometh unto me I will in no wise cast out."

The pastor who majors in extra-church activities and minors in religious education will fail. The shepherd alert to making the church school effective in the lives of all his people will witness an unbounded fruit of the Spirit.

From Your Director

From page 9

the Leadership Audio-Visual Kit is available from your own Board of Parish Education. Since the Boards of both the Augustana Lutheran Church and the American Lutheran Church are supporting these audio-visuals, your directors request that all purchases be made from your own synod rather than from independent dealers.

From Your Director

From page 6

private interpretations in matters of the gospel itself, just as God has given it to us. Luther desired to found no new church, nor did he do so. What he desired, and what he did, was to give back to the universal Christian church the old gospel which had been obscured and hidden.

Therefore, no private speculations, no human opinions but the Word alone, gospel alone.

Therefore, no private merits, no trust in our own righteousness, but faith alone, and Christ as our only righteousness.

In his sixty-second thesis against indulgences, Luther said, "The Church's true treasure is the most holy gospel of God's glory and grace." The Church's true treasure! Other churches may have their own advantages. But to our Lutheran Church it has been given to go forth with this treasure, and to set it forth in all its incomparable glory; to proclaim how God revealed His glory and grace, when in Christ He gave the fulfilment of all his promises. "By faith alone," that is "by Christ alone." That is the treasure! That is the pearl of great price! That is the basis upon which the Lutheran Church rests.